

DOCUMENT RESUME

ED 093 531

HC 007 991

TITLE Educational Continuity of the Migrant Child. Annual Eastern Stream Conference (5th, Atlanta, Georgia, March 5-8, 1974).

INSTITUTION Georgia State Dept. of Education, Atlanta.

PUB DATE 8 Mar 74

NOTE 35p.

EDRS PRICE MF-\$0.75 HC-\$1.65 PLUS POSTAGE

DESCRIPTORS Communication (Thought Transfer); Computer Oriented Programs; *Conference Reports; Discussion Groups; Human Services; *Information Dissemination; *Migrant Education; Photographs; *Program Descriptions; Recruitment; Speeches; State Programs; *Summative Evaluation

IDENTIFIERS *Eastern Stream States

ABSTRACT

The Fifth Annual Eastern Stream Conference on Migrant Education met in Atlanta, Georgia, March 5-8, 1974. Conference objectives were to provide information on: teaching techniques; the Migrant Student Record Transfer System (MSRTS); program designs, plans, and communication techniques; the form, scope, nature and purpose of migrant programs; national efforts in migrant education; the need and methods of providing supportive services; recruitment needs and techniques; and the developing role of early childhood education. The speeches and discussion groups, which are briefly summarized, covered: current national efforts; career education; the MSRTS; recruitment; teaching techniques; program support; health needs; orientation for new people; program support; bilingual education; early childhood education; reading; mathematics; curriculum development; and MSRTS terminal operator and user training. A group of Eastern Stream recruiters (representing Delaware, Florida, Georgia, Maryland, New Jersey, New York, North Carolina, South Carolina, and Tennessee) held 3 meetings which produced 14 recommendations. These include placing priority on identification and enrollment systems in each State and instituting an Early Warning and Tracking System through interstate cooperation. Extensive photography depicts many of the sessions. (RM)

Rc007991

ED 093531

Migrant Education



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Fifth Annual Regional Conference

March 5-8, 1974 Atlanta, Georgia

Educational Continuity Of The Migrant Child

ED 093531



Migrant Education

Fifth Annual Eastern Stream Conference

March 5-8, 1974-Atlanta, Georgia



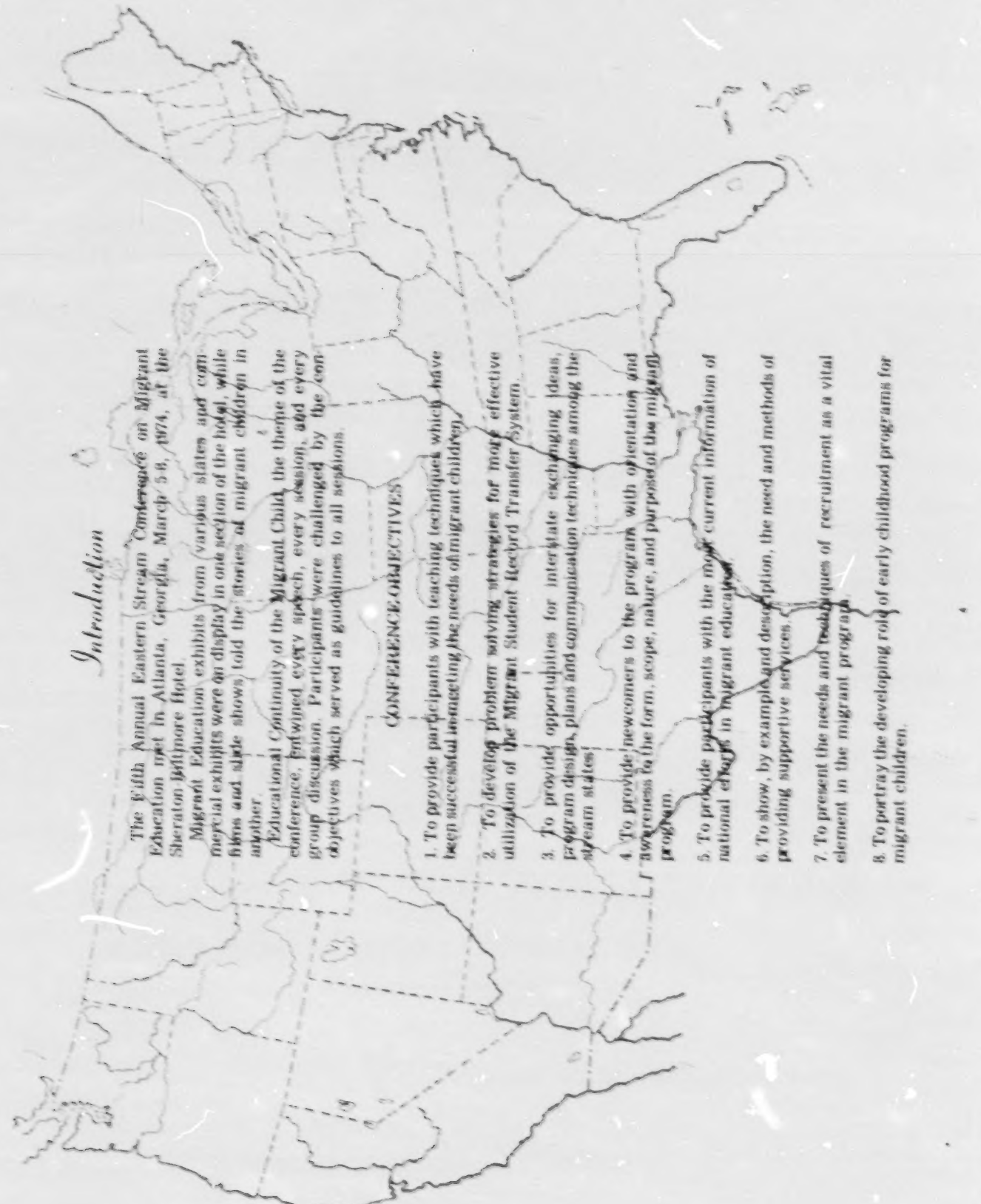
Educational Continuity of the Migrant Child

Sponsored by
the Federal Programs Office, Georgia State Department of Education
in Cooperation with
Eastern Stream States and Georgia Public Schools

Table of Contents

Introduction	4
Welcomes	6
National Reports	7
Banquet Speaker	9
Group Sessions	10
Closing Speeches	28
Evaluation	31
Recruiters Presentation of Strengths and Recommendations	36

p. 2 non-reproducible photo



Introduction

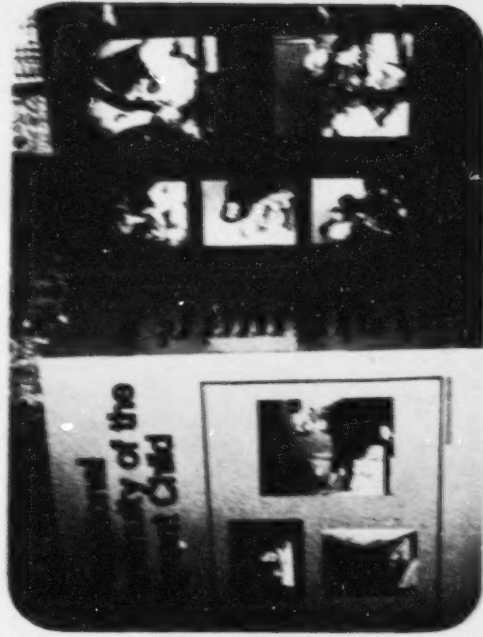
The Fifth Annual Eastern Stream Conference on Migrant Education met in Atlanta, Georgia, March 5-8, 1974, at the Sheraton-Baltimore Hotel.

Migrant Education exhibits from various states and commercial exhibits were on display in one section of the hotel, while films and slide shows told the stories of migrant children in another.

Educational Continuity of the Migrant Child, the theme of the conference, pervaded every speech, every session, and every group discussion. Participants were challenged by the conference objectives which served as guidelines to all sessions.

CONFERENCE OBJECTIVES

1. To provide participants with teaching techniques which have been successful in meeting the needs of migrant children.
2. To develop problem solving strategies for more effective utilization of the Migrant Student Record Transfer System.
3. To provide opportunities for interstate exchanging ideas, program design, plans and communication techniques among the stream states.
4. To provide newcomers to the program with orientation and awareness to the form, scope, nature, and purpose of the migrant program.
5. To provide participants with the most current information of national efforts in migrant education.
6. To show, by example and description, the need and methods of providing supportive services.
7. To present the needs and techniques of recruitment as a vital element in the migrant program.
8. To portray the developing role of early childhood programs for migrant children.



This outstanding display greeted those attending the Eastern Stream Conference. The goals outlined for the conference were listed on the display which included: Staff Development - Migrant Student Record Transfer System - Interstate Cooperation - Health Needs of the Migrant Child - Recruitment. Carolyn Hopkins of Georgia constructed the display. Pictures on the display told the story of how "Educational Continuity of the Migrant Child" could be maintained.



All conferences begin with registration. Diane James, registration chairman, (right) consultant of the Georgia Migrant Education Program, worked hand-in-hand with Susie Underwood, State Director, and helped to make the conference a tremendous success.



Preceding the conference, the hospitality committee worked getting the bags stuffed with mementos of Georgia. They were presented to participants as they registered.



Ruth Lavern, Pickens County, Shirley Roberson, Hall County, and Connie Spain also of Hall County of the Georgia delegation, kept the hospitality, information and late registration desk in operation throughout the conference.



Miss Susie Underwood introduces Mr. Percy Harden

Welcome from the City of Atlanta

Mr. Percy Harden,
Deputy Chief Administrative Officer

"Welcome to Atlanta. I am very impressed with the business about which you are here today. Mayor Jackson directed me to welcome you in his behalf. I'm all the things he is not; I'm not as old as he is, not as good looking, not such a dynamic speaker, and not as large as he is.

"Atlanta is proud to have a lot of firsts: We are the first in Georgia to have a black mayor, and we have the largest black population in the state. We boast about the first Urban Renewal Program, thanks to General Sherman. We have the first Underground City, and we also have Stone Mountain.

"There are many things to see and do in Georgia, and we want to extend to you a warm and hearty welcome. Enjoy your stay here and come back to see us."



The Georgia State Department of Education Extends a Welcome

"Welcome from the Georgia Department of Education. I'm glad you are in Atlanta for this particular conference. On behalf of the State Board and the State Department of Education - Welcome!"

Dr. Nix went on to say that those at this conference are here for a sincere desire to try to find out how better to do their job, how to be a true professional, how to carry out responsibilities with the resources at hand, and how to better serve people, especially children with special problems.

"What we are all about in this business of education is trying to find all the ingredients to do the job which we are charged with doing. We are all cognizant of the fact that we have a difficult job."

Dr. Nix elaborated on the life of a migrant and how different it is from those who stay secure in one place, accustomed to their surroundings.

"Let me say to you," added Dr. Nix, "that we are appreciative of the program Miss Underwood is carrying on in our state, and to all you people. Hopefully we can get all the Chiefs together and secure more money for this program, and all work together to help these children overcome this one real problem they are confronted with."



Current National Efforts in Migrant Education

Dr. John Rodriguez, Associate Commissioner
Office of Compensatory Educational Programs

There are two matters (1) a personal perspective of Migrant Education and (2) the current status of Federal legislation on

educational programs for migrant children outlined by Dr. Rodriguez.

"I consider education for migrant children as perhaps one of the most ambitious of all educational programs simply because it has all the problems of other educational programs - and then some."

There are two major facts about migrant education:

(1) Migrant children fall behind other children in learning achievement, particularly in reading and mathematics.

(2) Very few migrant children graduate from high school.

These two problems show the need to further program improvements during the years ahead.

Dr. Rodriguez briefly outlined current developments in Federal legislation affecting programs for migrant children.

I. The Elementary and Secondary Education Act, including the Migrant Program, will be extended until June 30, 1977, or beyond.

II. The State-operated programs for migrants and other special groups of children (handicapped, neglected, and delinquent) will continue to be funded at the full State rate, possible somewhat modified.

III. The new bill almost certainly will permit, and may even require, use of the Migrant Student Transfer System in the allocation of funds.

IV. Children currently in the migrant stream will receive priority over five-year provisional children in the consideration of programs and activities if the provision remains a part of the final bill.

V. Under H. R. Bill 69, Puerto Rico would become eligible for a State migrant program for the first time. Funds would be allocated to Puerto Rico on the same basis as to the participating states.

VI. The Migrant Program is extended to provide services to the children of migratory fishermen.





Current National Efforts in Migrant Education

Mr. Vidal Rivera, Jr., Chief
Migrant Education Section
U. S. Office of Education

"Migrant children belong to no one, supposedly, but do exist; they are lacking the system designed for a child who is going to be there for 183 days. Can you imagine what a traumatic experience that must be for a teacher, to take six to nine migrant children in her classroom?"

"We have 1900 LEA's participating in the program. We have approximately 490,000 records on the transfer system, with 400,000 active and being served. That leaves about 90,000 children that we can't find. That's what concerns me."

"The parameters of our program are that we are to provide educational services for children of migrant agricultural workers. You can in no way get involved in this program without becoming totally and absolutely, emotionally involved in every aspect - education, employment, housing, health, the whole works."

"All the things that have happened today in this program are because of you and your dedication."



Career Education as it Applies to the Migrant Child

Mr. Maxwell Dyer, Coordinator
MSJETS, Little Rock, Arkansas

Mr. Dyer told the conference that two main thrusts have come out of Little Rock this year. One is the revised record transfer system.

The other component is that of training. Directors have felt for some time that there needs to be a concerted effort in training local school personnel, because the local school people determine the effectiveness of the system. Unless pertinent student data is put into the record and unless it is subsequently used for the benefit of children, the whole effort is in vain.

"To help State Directors and other personnel responsible for administration, statistic reports have been produced. All states will receive an activity report detailing those things that have happened in each state from September 1, 1973, through January 1974. After that monthly reports will be issued."

"A major concern of ours is that of communication," added Mr. Dyer. "We hope to see this year a filtering of information all the way from our office to every level of personnel working with the migrant program. I suggest that each state make a concerted effort to close up the gap on communications. If we are going to accept as a fact that the local school personnel will determine the efficiency of this system, then they have to be knowledgeable."

You are participating in the only nationally automated system serving the field of education. I would suggest to you that with the appropriate utilization of this date, together we can make this a catalyst for some very drastically needed changes in the field of education."

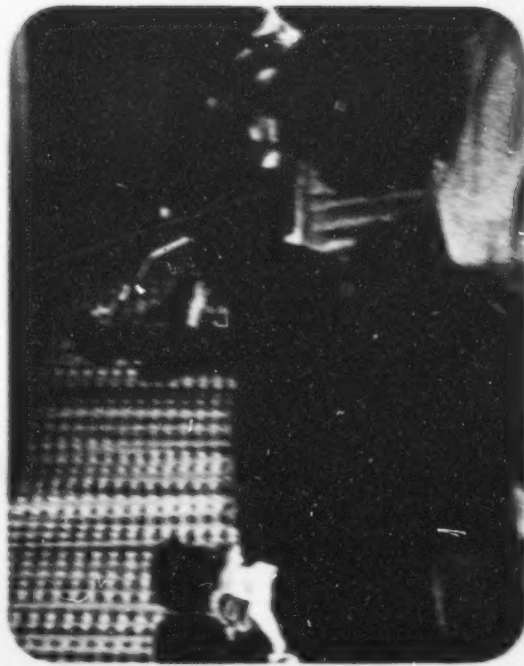


Overview of Program

Mr. Richard Bove, Chief
Bureau of Migrant Education
State Education Department
New York

In referring to the conference objectives, Mr. Bove suggested that participants write one or two sentences on what their selected objectives meant to them. He asked them to carry them home for study and application. If these simple tasks are done, Mr. Bove added, the conference will be a success.

He reviewed the program and sessions, making comments and stating facts of particular interest concerning various sessions.



Banquet Speaker

Mrs. Billie Davis gave an inspirational address at the conference banquet. Having grown up as a migrant child, Mrs. Davis related many details of first hand experiences and her convictions have resulted in helping other migrants. She feels that her present work will enable her to help pick up where the Migrant Program leaves off. Mrs. Davis added that it is hard to convince teen-age migrant students what a wonderful opportunity it is to continue their education in the High School Equivalency Program. They have had so many bad experiences, with nothing very good happening to them, that they see no reason for good things to begin to happen now. Recruiting is very important, and a good selling job after they are recruited is required, to keep from losing them.

Her very touching message inspired conference delegates to work even harder for a better education for migrant children. She added that good experiences practiced in our present migrant program will enable a migrant child to see the opportunities ahead.

Mrs. Billie Davis, Associate Director
High School Equivalency Program
University of Miami



President - Marshall Logan, Coordinator Recruitment Program, New Jersey. Presenter - Howard Fitzgerald, New Jersey

Group Sessions



Presenter - Mrs. Barbara McCaffery, New York

Successful Teaching Techniques K-6

Our first presentation was conducted by Dr. James Symula and Mr. Richard Pebbles of the New York State Tutorial Projects, located at the State University College of Fredonia. A slide presentation gave the group a brief format of the tutorial projects used at the State University of Fredonia. The presentation helped to explain the training used to carry out the teaching of the migrant children in their area.

Next, the group was enriched by the session presented by Mrs. Barbara McCaffery from State University College at Geneseo, New York. The presentation consisted of transparencies and a discussion of the individualization instruction for migrant children. Her main point was to make the learning process for a migrant child fun as well as educational.

The final session was presented by Mr. Gordon Barker, Consultant for Migrant and Urban Rural Projects, Sodas Central School, Sodas, New York, also Mrs. Mary Putnam, Acting Primary School Principal and Reading Coordinator, Sodas Central School, Sodas, New York.

The group was familiarized with teacher training for individualizing instruction for migrant children.

President

Mr.

Joe

Bondanzo,

Massachusetts

Presenters - Dr. James Symula, New York

Mr. Richard Pebbles, New York

Mrs. Barbara McCaffery, New York

Mr. Gordon Barker, New York

Mrs. Mary Putnam, New York

Recorder - Mrs. Sandra Wiley, Georgia

Recruiters in Eastern Stream

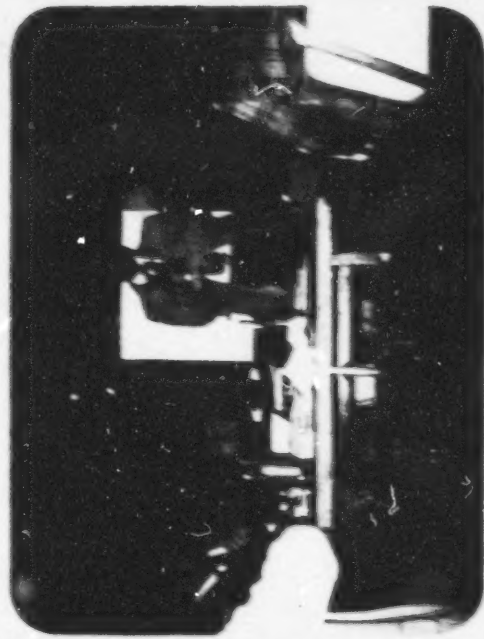
A representative group of 35 people from the following states: Delaware, Florida, Georgia, Maryland, New Jersey, New York, North Carolina, South Carolina, and Tennessee gathered with the purpose and goal of establishing a system of interstate communication among those people in the Eastern Stream states who perform field responsibilities associated with recruitment, social education and community work. An open discussion followed regarding our strengths and what had been successful in the past and what we hope to accomplish in the future.

It was suggested by the group that uniform procedures for inservice training be used by all states in the Eastern Stream. Included in the training should be community and culture awareness sessions to familiarize the staff with the needs of the migrant population. All recommendations were submitted to the directors for consideration.

President - Marshall Logan, Coordinator

Recruitment Program, New Jersey

Recorder - Beulah Thompson, Georgia



Presenters - Mr. Walter Pruzwansky, N.C. and Bob Youngblood, N.C. (left, seated).

Program Support Team for Migrant Children

North Carolina has been successful in their migrant program due to an effective staff at the state level which works closely with each staff on the local level. In reality, the local level is where things happen for children.

Generally speaking, the migrants are the most educationally, economically, and socially deprived children in our society. We are to provide a continuous educational program for these children as they move from project to project throughout the state and the country; therefore, teachers in North Carolina saw the need to have someone who had the time and expertise to analyze and evaluate each migrant child's needs. From this observation grew the Migrant Education Program Support Team.

This team must be mobile to serve a mobile population. A four-office trailer was purchased to house this unit. It will work daily at the local level with principals, teachers, and para-professionals.

Objectives of migrant programs in North Carolina are (1) Providing migrant children with a continuous educational program (2) Improvement of reading and other basic skills (3)

Vocational and pre-vocational instruction (4) Food, health, clothing, and other supportive services, and (5) Cultural enrichment activities. With these objectives in mind, about 3,000 children are served in the summer program and 3,000 during the school year.

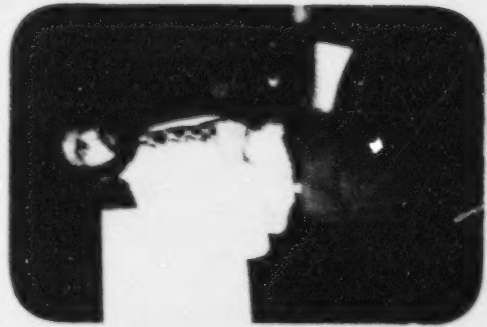
Technical assistance was provided by the Migrant Education Section in cooperation with the Division of North Carolina Department of Public Instruction with consultants from the School of Education at the University of North Carolina at Chapel Hill, which has brought together a team of trained specialists to provide the needed technical assistance at the local level. This team, referred to as the Program Support Team, is charged with the responsibility of working directly with local educational agency personnel to design systematic methods of identifying and serving the needs of migrant children.

Its members have been selected for their skills in five areas which hold special challenges in planning programs for migrant children. The areas are: (1) Needs assessment (2) Instructional Programming (3) Educational Information (4) Community Services, and (5) Staff Development. Each member of the team will concentrate on one or more of these areas.

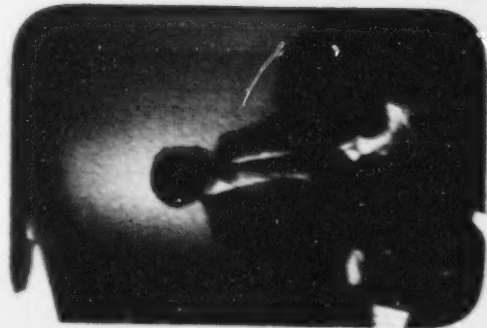
A development specialist, who is system oriented, would provide supervision for the entire team and also act as a liaison between his teammates and the local personnel. A community services specialist would take an inventory of available community services and help utilize these for the benefit of the migrant child. The Instructional Specialist would work with local teachers and tutors in setting up an effective learning program for the migrant child. The Information Specialist would collect, store, and disseminate pertinent data on the Migrant Child. In this area the MSRTs can be used to its best advantage by skilled personnel. All members could work together in the area of staff development.

This team will work at the local level, at their request, in analyzing and meeting the needs of each migrant child. The team will work on a continuous basis with the local unit as consultants in the migrant program. When this team plans and implements an effective program in a local unit, the team will then move on to work with another local unit.

President - Jim Scruggs, Connecticut
Presenters - Mr. Bob Youngblood, North Carolina
Mr. Walter Pruzwansky, North Carolina
Recorder - Mrs. Joanne Edmonson, Georgia



Presenter - Mr. Alex Pascual,
Southern Regional Director,
New Jersey.



Mr. Howard Fitzgerald,
Assistant Coordinator of
Recruitment, New Jersey.

Recruitment

A New Jersey recruiting team presented a film "Finding Migrant Children Before They Are Lost", a film about migrant families and their needs.

The New Jersey Recruiting staff explained the use of role playing at in-service training, such as playing the role of farmer, crew chief, or migrant parent. Playing these roles, recruiters found themselves in situations they will be facing out in the field.

The theme of New Jersey's successful team of recruiters seems to be "Recruiters Who Care," for they are on call 24 hours a day.

President - Mr. Edward Spear, New Jersey
Presenter - New Jersey
Recorder - Beulah Thompson, Georgia



Miss Sara Dougherty, New Jersey.

Health Needs of the Migrant Child

The basic philosophy of the New Jersey Office of Migrant Education is to provide an educational program which includes a comprehensive plan of health, nutritional, and social services for migrant children, identified in districts throughout the State of New Jersey.

Health and education are both vital in today's changing society, since a child's health influences his academic performance in school. Today every child has the right to be free of hunger and disease. The Office of Migrant Education is endeavoring to meet the health needs of these mobile children, within the framework of the school, by providing a comprehensive school health program.

Specific Health Services Offered:

- I. Complete physical examinations.
- II. Dental health services.
- III. Eye health services.
- IV. Immunization program.
- V. Nutritional services.
- VI. Complete Child Study team Evaluations.
- VII. Referral for physical abnormalities.
- VIII. Follow up - continuity of Health Services.

President - Mr. Francis Gates, Maryland
Presenter - Miss Sara Dougherty, New Jersey
Recorder - Mrs. Mary Gaskins, Georgia



Presenter - Vidal Rivers, Jr., Chief, Migrant Education Section, U.S.O.E.

Orientation for New People in the Program

ORIENTATION FOR NEW PEOPLE IN THE PROGRAM

Orientation for new people in the Program met with approximately 65 people representing 10 states. Mr. Charles Conyers of Virginia opened the meeting by stating the purpose of the meeting as follows: For everyone to become participating members of the total program. He proposed to do this by letting everyone raise questions about his interests and concerns. He gave a brief preview of the program since its beginning in 1963 with a conference in Phoenix, Arizona, with 37 states represented. He further stated that the main idea to come out of that conference was a desire for a tracking system or continuing record. He said this was Vic Rivera's idea. From this a nine state committee was named. From this committee and the perseverance of such great men as Vic Rivera, we now have the MSRTS. He then introduced Mr. Rivera who acted as president.

Mr. Rivera talked about what has happened in the program from its beginning until the present. He stated that we are

involved in everything from pre-conception to post-resurrection. He said that we are the only federal program to operate without guidelines, and we are seven years in existence.

He talked about the migrant child and his unique problems and strengths. He discussed the difficulties he has in the classroom because he is never in one place long enough for a program to be developed. He further discussed the strength of the migrant family and stated that they epitomize what we usually think of as the ideal American. They are hard-working, proud people who are not looking for a hand-out. In further reference to the plight of the migrant child, he discussed regular classroom teacher attitude and values and how they tend to reject migrant children with their values and cultural differences.

He talked at length about the program itself. He pictured the 48 states as one state for the migrant child with 48 school districts. He explained that we are an amendment to Title I with \$78,000,000 for the program. Next he stated that state education agencies develop a plan on how it will educate the migrant child. They submit this plan to U.S.O.E. When it is approved, the money comes to the state for them to administer the plan. However, U.S.O.E. can go to LEA's, public non-profit organizations or they can run the program themselves. PL 89-10 as amended by 89-750 simply says meet the needs of the migrant child.

He further stated that the states feel that reading and math are the key issue and that a program is being worked out to code skills in reading and math. The reading assessment system as developed in Texas, and the math assessment system as developed in Michigan are the proposed instruments to be used.

He stated that the program is for all migrant children regardless of race or nationality. He said we have a saying in migrant circles, "If you aren't concerned about migrants, pick your own crops."

He talked about a program in the Office of Education called TIME, which means Total Involvement in Migrant Education. He said that the migrant family wants an education for their kids, but it isn't always possible. He said in order to reach all kids we must go outside the classroom and involve everyone including clubs, churches, agencies, and especially the family of the migrant child. He further stated that it will take total involvement or we are going to end up picking our own crops.

Presenter - Vic Rivera, U.S.O.E. Migrant Ed. Section
Recorder - Mrs. Edith Fulghom, Georgia



Presenter Bob Youngblood, President Dr. John Robinson, and
Presenter Dr. Walter B. Pruzwansky.

Program Support Team for Migrant Children

A booklet entitled "On the Season" was distributed by Mr. Youngblood. This publication was about the children of the migratory agricultural worker and the people and programs committed to helping these children to achieve a better life.

Mr. Youngblood then presented Dr. Walter B. Pruzwansky, one of the consultants from the University of North Carolina. He discussed the necessity for using migrant workers in harvesting tobacco and other commercial crops in North Carolina.

Dr. Pruzwansky explained how the Migrant Program was different from Title I in that it was a state administered program, and the state agency is responsible for developing, evaluating and monitoring the program throughout the operation; therefore the state agency should take the leadership to see that these special educational needs of the children are met.

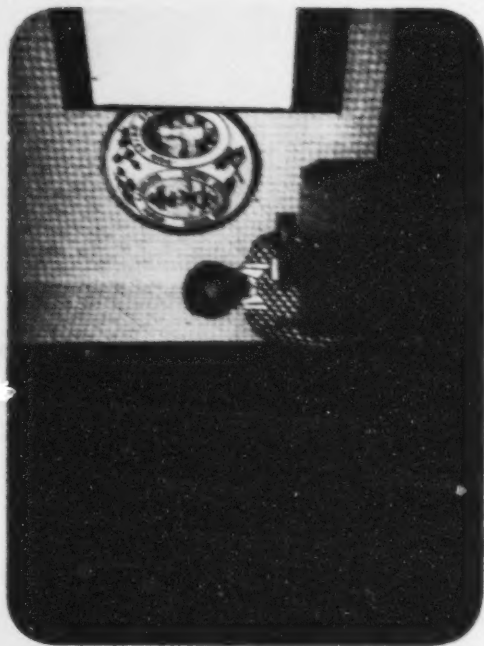
Then he gave an outline of the priorities for the program, in order of their importance. These established priorities at the

state agency level are in cooperation with the Interstate and Intrastate migrants.

1. Summer Program
2. Regular School Term for Child
3. Staff Development Activities
4. Effective Migrant Records
5. Special Migrant Education Centers
6. State Mobile Vocational Instructional Program
7. Services for five year eligible children

He explained the model support team where work will be done in assessment on the state, county and local levels. The support team will be skilled in five areas: 1. Needs assessment 2. Instructional program 3. Education information 4. Community services 5. Staff development.

President - Dr. John Robinson -
U. S. Office of Education
Presenter - Mr. Bob Youngblood, North Carolina
Dr. Walter Pruzwansky, North Carolina
Recorder - Mrs. Erlene Pate, Georgia



Sister Anne Marie gave a slide presentation.

Bi-Lingual Supplemental Education Services at Elementary Level

Mr. W. H. Smith of Virginia welcomed the group and introduced Mr. Michael Crampton who stated that it is becoming more and more evident that the composition of the East Coast Migrant Stream is being influenced by influx and a rising percentage of Spanish speaking migrant workers.

In Massachusetts, with the exception of 800 southern teenagers, 90 percent of the migrant population is Spanish speaking (primarily Puerto Rican) and is isolated from the community due to the following factors: (1) Economic (2) Social (3) Cultural (4) Linguistic

Massachusetts has a state bi-lingual law which guarantees a native language curriculum to groups of 20 or more monolingue children in a given community.

Mr. Crampton introduced Sister Anne Marie who has worked with the bilingual program three years as a supervising teacher-project director.

Sister Anne Marie gave a slide presentation and discussed the

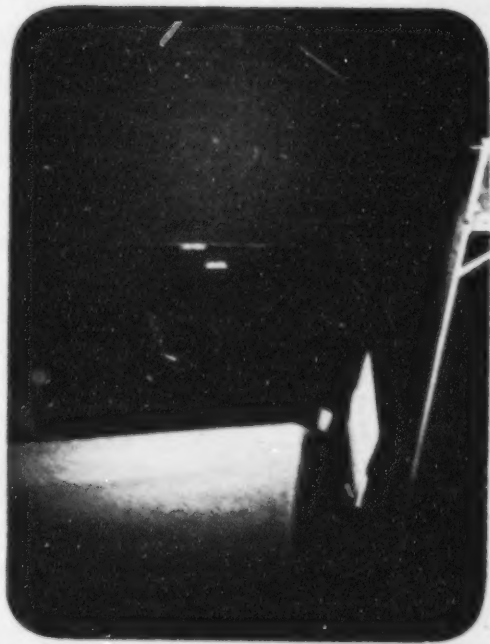
methods they have found most satisfactory in teaching Spanish speaking children.

A child learns best when he starts from what he already knows. Language is the most utilized expression of a civilization and its traditions, therefore, the mother tongue (in this case Spanish) is the best medium for a young child to learn his culture.

If teachers are going to succeed in the education process, they must do so in an environment established to meet the needs of students - the learners. School should and must be a happy place for children.

Mr. Joseph Turse gave the following addresses where materials for Cuban, Puerto Rican, and Mexican Children are being developed - Ralph Robinette, Spanish Curriculum Center, Washington Street, Miami, Fla. and Juan Solis, Bilingual Bicultural Dissemination Center, Austin, Texas.

President - Mr. W. H. Smith, Virginia
Presenter - Mr. Michael Crampton, Massachusetts
Recorder - Mrs. Jane Baldwin, Tennessee



Mr. Charles Conyers, Virginia - presenter

Successful Teaching Techniques

"What's Going On?" was the title of a slide presentation by Charles Conyers from Virginia. Scenes from two successful programs for migrant children answered the question. "Movement Education Enhances Learning" showed children mastering concepts necessary for acquiring skills in reading, writing and math. For thirty minutes a day kindergarten and first grade students have preceptual motor development class, which helps them to orient themselves in space. Through rhythmic, big muscle movements, children develop body awareness, laterality and directionality. Geometric shapes and colors are used to help children as they get ready to learn letters and numbers. Students explore their environment through the kinesthetic sense as well as through their eyes and ears. The experiences they have in movement education are correlated with their regular classroom work to achieve continuity throughout the total program.

In each center there is a head teacher (principal), a secretary, a counselor (who monitors all teachers), one teacher and one aide for every 15 students, plus several specialists (librarian, reading teacher, movement ed. teacher, art teacher, speech therapist, music teacher). In addition there is a home-school coordinator and a registered nurse. Students come at 7:45 a.m. and stay until 4:45 p.m. They are given three meals a day. Each

center is housed on a public school campus and public school buses transport the children.

For older migrant children (age 12-19) there is a class in auto mechanics. Learning takes place in a laboratory where students work on real engines and learn to appreciate the precision workmanship necessary for maintenance and repair.

In a 60' X 12' mobile unit carrels are set up with a complete set of tools, an engine, testing devices, and a teaching machine. Academic skills, as well as mechanical skills, are a part of the program. Worthwhile attitudes and habits of conduct are stressed in addition to skills and knowledge.

President - Mr. William Corkle, De'aware
Presenter - Mr. Charles Conyers, Virginia
Recorder - Betty Rich, Georgia





Mr. Ralph Naylor, Tennessee - president; Mrs. Ardis Snyder, Idaho - presenter.

The Migrant Program in Idaho

The Migrant Summer teen-age program first began in Idaho in 1969. The summer teen-age program in Manpa lasts for ten weeks with a maximum of 250 students of inter-state migrants.

Skills and courses offered are typing, audio visual, mechanics, physical education, language development, crafts, woodworking, consumer math, driver education, and home economics. There is a wide range of backgrounds and abilities, so the students are able to choose the courses they prefer. The purpose of the program is to provide successful school experiences in an open-ended program without tests. The only time to create a change may be in early childhood; but don't stop there-continue the process.

If a program does not grow with enrollment, take a good look at what is being offered and how it is being offered. Keep moving from where you are to the next level of accomplishment.

Mrs. Snyder stated that the greatest accomplishment of the migrant program in Idaho has been in the creation of awareness of the migrant student and his needs and providing enriched educational programs which allow for individualization.

President - Ralph Naylor, Tennessee
Presenter - Mrs. Ardis Snyder, Idaho
Recorder - Mrs. Linda Parker, Georgia



Group session participants on Recruitment.

Recruitment

The Recruiter Program was first developed to provide a liaison between migrant families and the educational system. The goal of the program is to devote its total efforts toward finding migrant families and recruiting their children for educational programs.

There is a great communications barrier that exists between the communities and the migrant families. To overcome this barrier the recruiters are responsible for setting up communications between school personnel and migrant families.

Recruiters are responsible for contacting the parents of the migrants and explaining the program and providing all the services that are available to them.

The theme is "Find the Children before They are Lost."

President - Frank Drummonds, Mississippi
Presenter - Howard Fitzgerald, New Jersey
Recorder - Jamie Hollis, Georgia

Early Childhood

There were 82 people representing 13 states who attended the Early Childhood session presided over by Lincoln Cox of West Virginia.

The following information was presented to migrant workers in the kindergarten area.

A. When buying equipment or materials ask yourself: Can the child hold it in his hand? How much visual perception will it involve? Is color, patterning or hand-eye coordination involved? Is it durable?

B. Some home made materials shown include: Newspaper ball wrapped in tape-Bat made of spread coat hanger covered with nylon stocking - Lotto games of construction paper and cardboard. Feet squares with number lotto - Paper towel roll with felt strips, (this rolled in tempera paint will print on paper) - Bean bags (not too many beans) and a catcher made of bottomless milk jug - Yarn ball.

C. Some purchased materials shown were: 1. left-handed scissors 2. color sorter 3. number sorter 4. good jump ropes 5. Pexon-good for stringing beads 6. good records 7. climbers.

FAMILY NEEDS

It is important that the family understands children. How can the family adjust to the role of a child if the family does not have the cultural background necessary to adjust to new situations. Acceptance, praise, and medical help are needed. Teachers can go into home, and help with these problems.

The Lowndes County Kindergarten teachers introduced and demonstrated Family Involvement of LAPS. They told of work done in the areas of health (taking children to clinic, de-worming the students; health nurse visits weekly; visits to dentist; etc.)

Presenters - Kay Larimer, Georgia State Dept. of Education
Mae Landsey - Early Childhood Division - Georgia State Dept.
Emma Stevens - Lowndes County, Ga.
Mary Joiner, Pre-School Migrant Program,
Lowndes County, Georgia
Recorder - Emma Stevens, Georgia



Presenter - Kay Larimer, Georgia.



Presenter - Mae C. Linsey



Presenter - Miss Diane James, Georgia, Dept. of Education
 Recorder - Mrs. Mary Dorsay, Florida
 Recorder - Mrs. Lillie Cunningham, Tennessee

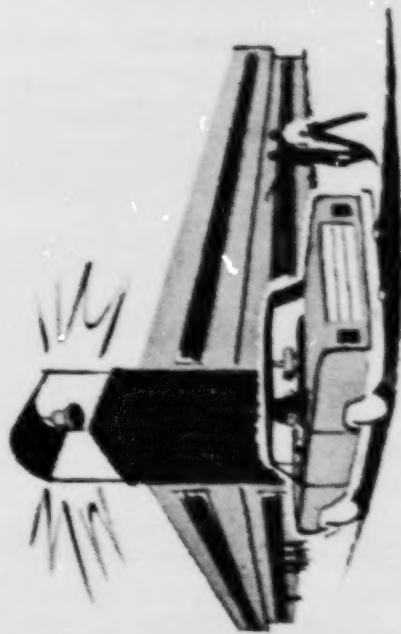
Successful Teaching Techniques (K-6)

Approximately 100 persons attended this session representing 27 states. The presenter, Mrs. Mary Dorsay of Florida, introduced the subject "Teaching Reading: The What, the Why and the How". She gave an overview of the 10 competencies required for the reading teacher to teach reading:

1. She must have knowledge about child growth and development and its relationship to learning.
2. She must know something about the nature and causes of reading disabilities and possess an awareness of these causes.
3. She must be aware of Issues Effecting the Teaching of Reading such as Educationally Deprived, Non-Standard English, TV and Reading, Bi-Lingual, etc.
4. She must be extremely proficient in diagnosing the strengths and weaknesses of students.
5. She must know about reading trends and approaches including Basal Readers.
6. She must know about proper selection and utilization of curriculum materials and audio-visual equipment.
7. She must have a proficiency for prescribing for personalized reading instruction, such as interpreting test results, summarizing diagnostic data and writing a prescription (a lesson plan).

8. She must show superior knowledge of strategies and techniques for teaching specific reading skills.
9. She must show creativity in the use of enrichment and reinforcement activities by remembering a Steady Diet of anything is boring, by giving children some options, choices, and decisions to make, and above all by promoting independent reading.
10. She must be proficient in the utilization of various evaluative techniques and procedures since she knows results.

Presenter - Miss Diane James, Georgia Dept. of Education
 Presenter - Mrs. Mary Dorsay, Florida
 Recorder - Mrs. Lillie Cunningham, Tennessee





*Concerned
People
Who Help
Others Help
Themselves.*

State Directors of the Eastern Stream



See also 11

Met, Met and Met!!



State Directors of the Eastern Stream met with representatives of the U.S. Office of Education, met with each other, met in small groups, met in large groups, with representatives of the Data

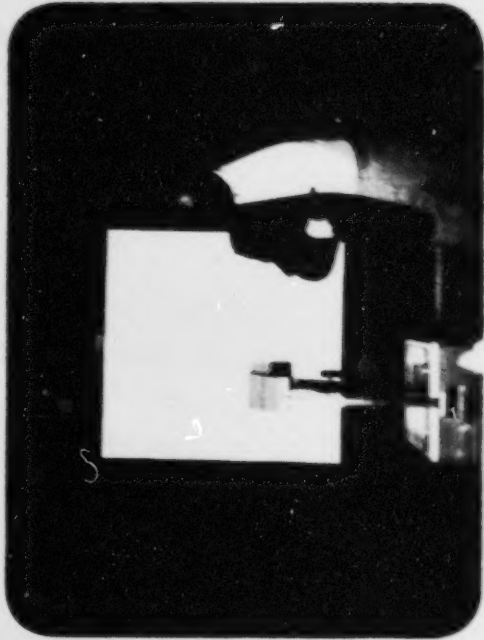


Bank, representatives of State Recruiters, etc. They listened, talked, discussed, considered, and evaluated enough information to help perfect "Educational Continuity of the Migrant Child."



And The
Conference
Was
a Real
Success.





Lee Frazier, Texas - One of the presenters at a Criterion Reading Session.

Criterion Reading

The Texas Criterion Referenced Reading Design For Migrant Pupils is the title of a project being directed by Lee Frasier of the State Department of Education in Texas. Dr. Gary Standridge of Educators, Consulting Services, Conway, Arkansas, is serving as consultant for the project. The project has two major goals:

- (1) To design sequential learner objectives which are tailored to meet individual migrant student needs.
- (2) To establish common measurement criteria and procedures for systematically evaluating migrant education programs in Texas.

The project is developing Criterion Reference Tests that are designed to (a) assess mastery of specific skills in content areas, and (b) provide a tool teachers can use to help guide and instruct students. The project has certain instructional implications: (1) Placing students at the proper pre-reading or reading instructional levels (2) Identifying specific skill needs and their mastery of skill needs after a period of instruction.

If the project proves successful, there will be full implementation in Texas by 1975-76. Hopefully the project will be piloted in other states, printed and packaged for sale.

President - Emmett Spurlock, New Jersey
 Presenters - Lee Frasier, Texas
 Gary Standridge, Arkansas
 Recorder - Marcelyn Hobbs, Georgia



President - Joel Murphree, Florida
 Presenter - Mrs. Jane Thocker - Michigan

Criterion Mathematics

Approximately 25 persons attended the session and heard Mrs. Thocker give an excellent presentation of Michigan's Criterion Math program.

This program was developed by 33 educators from all facets of mathematics instruction. Their task was to arrive at some terminal minimal objectives. Michigan is placing a great emphasis in this area of instruction and has developed a curriculum to meet this goal.

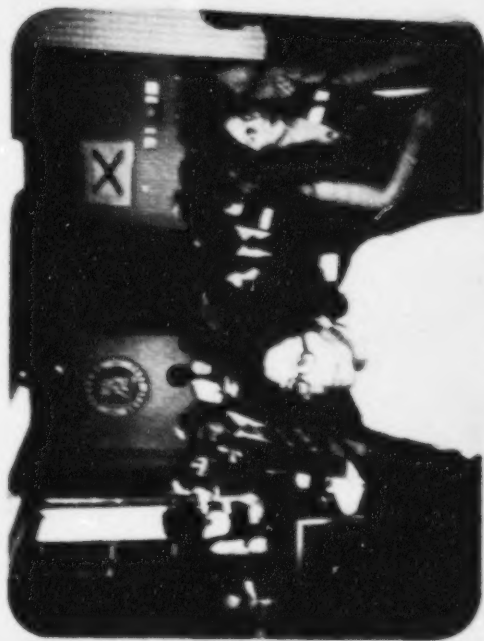
The program looks encouraging; it is being developed for grades K-12 and has many fine aspects. The student's records move with him, allowing the teacher to keep up with his progress. The program is written for a modern approach with emphasis on the "hand-on" approach.

This program also lends itself beautifully to the non-graded situation. It is organized in strands, and it is possible to work back and forth between these strands.

It is important to note that a teacher can easily incorporate his individual teaching techniques into this program.

President - Mr. Joel Murphree, Florida
 Presenter - Mrs. Jane Thocker, Michigan
 Recorder - Mr. Robert E. Forney, Georgia

*4/20 and 21 deleted
 non-reproducible
 " photos*



Group Session - Criterion Mathematics

Criterion Mathematics

Thirty four teachers, directors, teacher aides, coordinators, principals, evaluators and secretaries were present for the Criterion Mathematics session with ten states represented.

Mrs. Jane Thocker, Michigan State Department of Education, presented a provocative and challenging session. Her emphasis was on oral teaching and learning. She pointed out the importance of success for each child, therefore the approach must be individualized and one to one. No child should fail more than three percent at anytime.

She explained that the objectives were minimal. Additional points were: 1. Game playing is good! 2. Records must be kept on each child. 3. Hands on is much more important than anything. 4. Teacher should use book, not child. 5. If teacher aides are to be used in the program, they must be taught by the teacher first. 6. Teacher aides are valuable to teachers and can be used on a one-to-one basis with children. 7. A teacher alone can never reach 100 percent of the children, but with the aid of a teacher aide they might be able to meet the child's complete needs.

President - Mrs. Eloise Kirk, Alabama
 Presenter - Mrs. Jane Thocker, Michigan
 Recorder - Mrs. Betty Coppage, Alabama





President Joseph Dunn, State Director of Pennsylvania

Curriculum Development for the Migrant Child

The president, Joseph Dunn, State Director of Pennsylvania, gave a short history of the migrant program in Pennsylvania. Their program centers around 850 - 1,000 migrant children which remain in their state from three to 14 weeks. Their program is mainly a summer program and has special problems characteristic of a receiving state.

Dr. John E. Lutz presented "A Preliminary Report Prepared for the Fifth Annual Eastern Stream Conference on Migrant Education" containing these pertinent topics: 1. Migrant Children - Their Educational Needs include: (1) Learning skills (2) Learning attitudes (self-confidence and self-respect) (3) Achievement Level (Boehm Test of Basic Concepts) (4) Adjustment to school and society.

II. Teacher and Aide Training - Pre and in-service training

III. Existing Programs - (A) Within State (B) Interstate Cooperation

IV. Auxiliary Services (A) Day Care Centers (B) Career and Vocational Education (C) Home Teaching (D) Health Services.

Dr. Lutz advocated the use of Boehm Test of Basic Concepts with special adaption for the disadvantaged pre-schooler through second grade as a basis for determining starting level.

Mrs. Orva Webb's presentation included slides of the morning and afternoon summer programs held in various environments with a pupil ratio never larger than five to one.

Health care, human development, and positive self-concepts are of highest priority. Practical teaching such as personal hygiene and care of younger brothers and sisters is integrated into the regular curriculum of language arts and math.

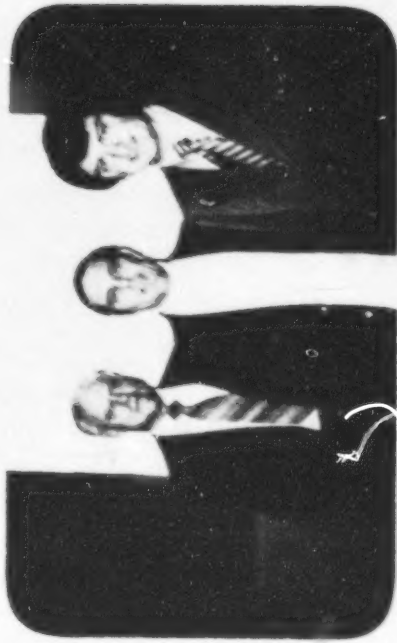
Mrs. Webb presented from "A Handbook for the Teaching of Selected Concepts" (prepared by Sallie Pypser, Orva Webb, Michele Austin, and Mark Webb,) a game for age level 6-10 emphasizing the following concepts: second, third, medium size, inside, between, not first or last, after, in order, never, through, every, center middle, through the use of simple materials such as poster paper and crayons.

Mrs. Michele Austin presented two of a series of 12 booklets prepared especially for the 11-18 year old group. Evening sessions were necessitated because of daytime field work required of this age group.

Booklet One - "Basketball" (prepared by Mark Webb) is a high interest low-vocabulary tool employing a physical skill to teach current history, reading, vocabulary, comprehension, social studies, math, geometry, individual and group participation, and self-evaluation resulting in a positive self-concept.

Booklet Two - "Mealtime Magic Outdoors" (prepared by Michele Austin) teaches good nutrition, budgeting, menu planning, safety, reading, vocabulary, math, and self-evaluation resulting in a positive self-concept.

President - Mrs. Joseph Dunn,
State Director, Pennsylvania
Presenters - Dr. John E. Lutz, Pennsylvania
Mrs. Orva Webb, Pennsylvania
Mr. Michelle J. Austin, Pennsylvania
Recorder - Mrs. Loette V. Glisson, Georgia



Mr. E. R. Cone, Georgia, president, Mr. Lee Frazier, Texas, and Mr. Gary Strandridge, Arkansas, presenters

Criterion Reading

The Criterion Reading program is a pilot program being tested in six Texas school districts. State directors voted to adopt this program as the potential criterion reference testing program last year.

The program is based on a sequence of skills that children should have in order to read. An oral language development packet is to be used in conjunction with the Basal Reading Program.

In developing the criterion reference testing program, the question was asked, "How can we access the migrant child's needs as learners?" The norm reading tests were not designed to evaluate instructional programs, but to compare individuals. The main thrust is to make an accurate assessment of the migrant child's needs. All basic contents are built around the logical learning sequence.

To develop the criterion reference one must determine the common skills, the different basal series, and supplemental programs and what they have in common. It is difficult to determine, but if this information cannot be used in an efficient manner in the regular teaching routine, then it will not be effective. It must be easy to administer, short and must provide relative information to the teacher. This information must be given to get a total assessment of the program.

President - Mr. E. R. Cone, Georgia
 Presenters - Mr. Gary Strandridge, Arkansas
 Mr. Lee Frazier, Texas
 Recorder - Mrs. Feb Hutto, Georgia



Presenters Mr. Jim Rentz and Mrs. Ardis Snyder, and President Mr. Louie Counts

Career Education as it Applies to the Migrant Child

Mr. Jim Rentz of Louisiana, gave a brief review of Career Education in his state.

The objectives of the Louisiana Migrant Career Education Programs are: 1. Develop Career Awareness. 2. Develop a respect for the dignity of different life styles. 3. Development of skills for earning a living.

Mr. Rentz concluded that Career Education provides sound alternatives to welfare unemployment, and continuing in the Migrant Stream.

Mrs. Ardis Snyder of Idaho remarked that Career Education was making history through the migrant. She continued that Idaho was trying to pilot Career Education programs during their summer programs, that Career Education was an open-ended philosophy, and not locked in or out. The migrant pupil is exposed to business machines, mechanics, cosmetology, AV equipment, etc. More hands-on experiences are being initiated. The pupils, and even drop-outs, are being encouraged to accept part-time employment in stores, serving as candy strippers in hospitals, etc.

A satellite program is being initiated for Junior High in Career Education Awareness, where the pupils are exposed to such careers as educational TV and film developing.

President - Mr. Louie Counts, Arkansas
 Presenters - Mr. Jim Rentz, Louisiana
 Mrs. Ardis Snyder, Idaho
 Recorder - Goldie Eley, North Carolina

Terminal Operator's Planning Sessions

Mr. James Wilson, presenter, outlined the three areas of concern to be discussed. They were (1) local job descriptions (each person has his job description) (2) modes of communication (a short discussion followed as to how the terminal operators receive data and how they communicate with the individual schools involved) (3) student data transmission (the discussion centered around how a migrant child's student data reaches the terminal operator).

Small groups were formed, and a spokesman for each group listed the problems discussed in their individual groups. The areas of concerns were the lack of communications between the terminal operators and the school personnel, and a need for better communications between the Data Bank and the Terminal Operators. Terminal Operators were also concerned about not receiving tapes in their entirety that were processed by MSRTS-2.

The Terminal Operators were pleased that School User workshops were being held and felt that the use of films would be beneficial in informing school personnel as to the use of MSRTS and medical forms.

Mr. Wilson and Mr. Vernon Brannon alleviated some frustrations and questions by explaining why certain problems existed, and what was being done to eliminate them.

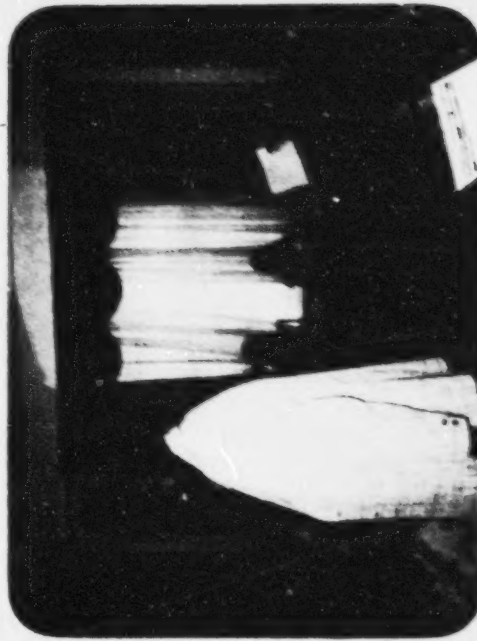
It was the general conscience of the operators that the situations with MSRTS-2 were getting better and by the end of the school year the operation would be running smoothly.

President - Mr. James Wilson-
Data Bank Area Supervisor, Arkansas

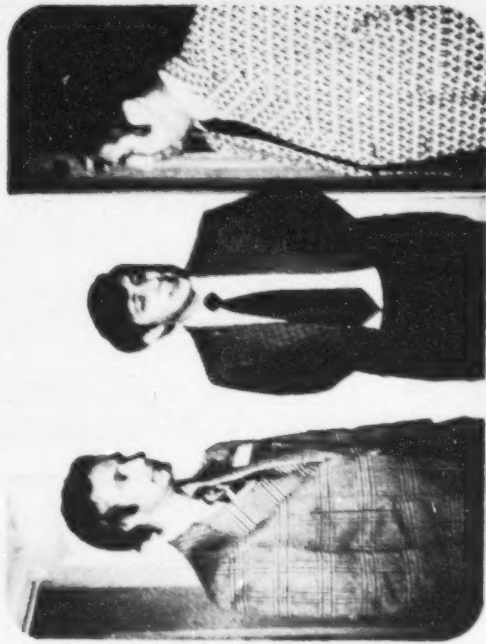
Recorders-
Mrs. Estella Sanford, Georgia
Mrs. Virginia Yeager, Georgia
Mrs. Necis Copeland, Georgia



Mr. Vernon Brannon and Mr. James Wilson of the Data Bank shown with terminal operators in work session.



James Wilson conducts Terminal Operator Training Sessions



Maxwell Dyer, Coordinator MSRTS, Little Rock, James Craig, MSRTS Monitor, U.S.O.E., Joe Miller, Administrator, MSRTS, Little Rock took part in Terminal Operators group sessions.



Presenters - Diane James, Georgia and Jim Wilson, Data Bank, Little Rock, Arkansas.

User Training

Those attending this session ranged from T.O.'s to State Coordinators. The session was presented by Mr. Jim Wilson, Little Rock Data Bank and Miss Diane James, Georgia Migrant Consultant in charge of User Training for the State of Georgia.

Mr. Wilson stressed that we should not lose sight of the fact that the 139 terminal in the U.S. are here to serve the migrant child and that the child should be first at all times. If the MSRTS is to be a system that is helpful to children, it will need the cooperation of personnel from the school level clear through to the state level. The aides, teachers, nurses, and other educational personnel must be trained in using the information found on the record and in placing new information on the record.

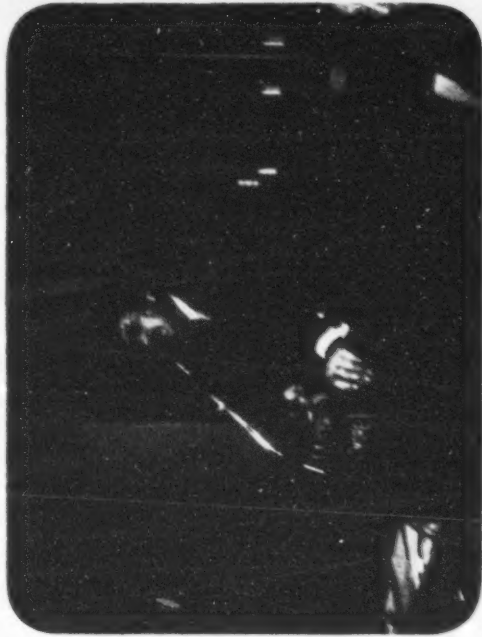
Part of the new endecoding module and the endecoding workbooks were used as a demonstration of how Georgia uses the User Trainer materials. The session turned into a question and answer session with these as some of the concerns to be brought up.

1. How does one get the workbooks and modules?
2. What does one do if his state does not have someone at the state level to handle User Training?
3. How flexible are the codes and list? Can they really be added to? If so, who does it?
4. What does one do if schools say they do not receive the blue form?

From the questions asked, it was determined that more needs to be done to increase the knowledge and use of the MSRTS forms in our states.

President - Dr. Gloria Matterna, New York
 Presenters - Mr. Jim Wilson, Little Rock
 Miss Diane James, Georgia
 Recorder - Miss Diane James, Georgia

Closing Session Speeches



National Efforts Toward Insuring the Educational Continuity of the Migrant Child

"Continuity! How can it be expressed in our program? It is important to have continuity alive in the classroom, to involve a new student immediately. Continuity and communication are tremendously important in this program. If you communicate, you have continuity. There is another component - competition. Competition made this country great, but when you compete you don't communicate. We are in the business of communicating if we are going to be in the business of providing continuity.

The Migrant Education Program is a pattern for American education when you realize that 20 percent of our population shifts every eight years. Growth in this program is accelerating fantastically to those of us who look at it closely. We are so large today that there is a certain amount of complacency. This is bad, because the program has so much to offer.

Growth we have seen in the record transfer system, in the use of mobile units, and in the use of new approaches. There are 90,000 children on the inactive lists at the data bank. We had them, but where are they now? The key is the identification and recruitment of these children who have moved to other school systems. The record transfer system is only as strong as the data provided. The program is only as strong as the number of children we are serving.

We have a system called MPASS (Migrant Program Allocation Sub System). Like the transfer system, it was developed by the states. To rectify the disparity in the funding in the program, the states came up with a system called MPASS. If a state actively recruits and identifies a child, get him into a program and get his records on the system. Then they will be paid. From that time on a state begins to accrue full-time equivalence on that child in terms of providing funds for continuation of continuity. When the child leaves that state and goes to another, if he is not recruited, the last place where he was served will continue to accrue the full time program for one year.

We have a provision in our program law called the five year provision, which means that a child is eligible to be served up to five years after he ceases to migrate. However, those children are not part of the formula which funds the program. That provision meant that we had two kinds of conflicting approaches because the mobility of the children demands a mobile type of program. This program throws a challenge to develop kinds of programs like modules. What can a child glean from the classroom? What does he take away? Hopefully through the new legislation we will be able to find a way to provide funds so we can recruit migrant children from families out of the migrant stream.

Inter-agency cooperation needs local involvement. The key issue is how do you operate a program in a departmentalized situation with federal funds? We have some programs that look like they are working, like tutorial kinds of programs. We need to increase that program. We now have 11 percent of migrant children enrolled in school who never finish secondary school.

"The migrant program is not a program within itself. It is a supplementary program. The migrant child has every right to receive every service, every benefit that is offered in the local area, in addition to his special needs."

Mr. Vidal Rivera, Jr., Chief
U. S. Office of Education
Migrant Education Section



Mr. Winford "Joe" Miller

How the MSRTS Contributes to the Educational Continuity of the Migrant Child

"For what the system was intended to do, the system is working. We mail between eighty and one hundred thousand records each month somewhere in the United States, which is indicative of what we are doing." Mr. Miller stated.

He went on to say, "Until recently, school educators accepted without question that migrant children come into their school districts with limited intellectual potential. However, those of us who work with the migrant children are determined to change this existing misconception about migrant children.

It is important that a teacher make the migrant child feel welcomed in her classroom. These young people must be brought into a society which has been previously unknown to them. Their world has been one of filth, violence, neglect, and a few adult

behavioral problems to emulate.

According to statistics it is said that more than 720,000 new agricultural workers will be needed in 1974 which will probably add another 500,000 migrant children to be dealt with."

Mr. Miller added, "Since there are some 8,000 school districts over our nation that are attached to 137 teletype terminals, located in 44 of our states, it is unforgivable for us who work in education to not supply the necessary data on the student transfer record form that can be used by the school nurse, administrator, counselor and teachers to help migrant children. If we neglect to use the data provided, we do not hurt anyone except the helpless child, who in all probability will end up in the same situation that his parents are in today.

MSRTS is a marriage of technology and education. It is consummate to serve the migrant student. The MSRTS cannot provide the continuity necessary for the migrant child's educational attainment by itself. The teacher must be the most constant stable person in that child's school career."

Mr. Winford "Joe" Miller, Administrator
Migrant Student Record Transfer System Staff



Miss Underwood presents plaque to Vic Rivera in behalf of the State Directors in the Eastern Stream States.

Vidal Rivera, Jr. Receives Plaque

"Vic has the qualities to get along with all of our state directors. To show our cooperation and appreciation of him, we have this plaque for him inscribed:

"We the undersigned directors of the Migrant Education Program of the Eastern Stream States do hereby honor and congratulate Vic Rivera for his dedication to the education of migrant children throughout the states, and for the outstanding leadership he has provided to American educational leaders on behalf of the migrant children.

From the Fifth Annual Eastern Regional Migrant Education Conference held in Atlanta, Georgia in March of 1974."

In response, Mr. Rivera said, "I am tremendously flattered; however, I have six bosses, the people in my office."

Presented by Miss Susie Underwood, Director
Georgia Migrant Education Program



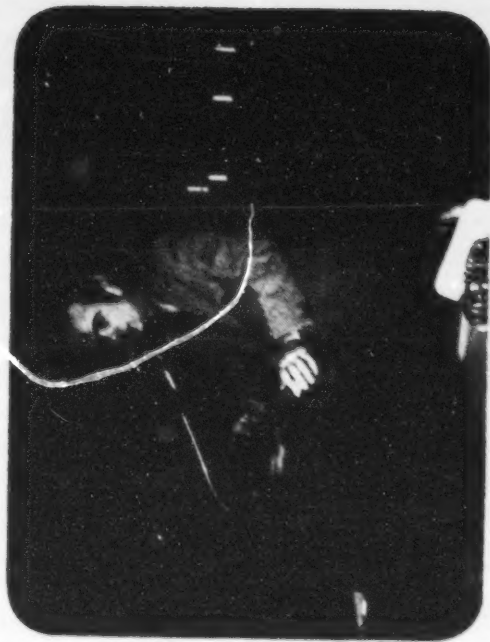
Mr. Emmett Spurlock, Director, State of New Jersey

Welcome to New Jersey for the 1975 Sixth Annual Eastern Stream Conference

"Beautiful Conference! We invite you to New Jersey and hope we can do as well as Susie has done here in Georgia.

"I take this opportunity to welcome you there. We will try to provide everything that is humanly possible within our area to make your stay comfortable and enjoyable."

Mr. Emmett Spurlock, Director
State of New Jersey



Dr. Ron Luckie, chairman, Evaluation Panel.
Georgia Department of Education

Program Evaluation

"You have been challenged, you have been probed, you have been told we in migrant education are not quite making it. We are doing a lot, but we are not there yet.

We find there has been a reaction among the participants that has just been overwhelming. This is a pleasing thing for an evaluator to tell any conference that you have been involved. This is not accidental.

The program content has been excellent. Your attendance at the sessions has been outstanding, and you have become involved in exchanging ideas and materials.

The length of most of the session has been appropriate, and the presentations were well prepared. Ample opportunity for small and large groups has been provided so that most of the conference objectives have been met."

At the close of the conference 21 percent of those attending responded to the evaluation checklist. If this response is an indication of the reaction of the total group, the Fifth Annual Eastern Stream Migrant Education Conference was highly successful.

Evaluation Panel -

Dr. Ron Luckie, Georgia - chairman
Mrs. Sara Moore, Georgia
Dr. Rocky Maynes, Arizona
Mr. Bill Waterfield, Virginia
Mr. Joseph Bertoglio, USOE

Attendance Statistics

Following is a breakdown of the 27 states that participated in the conference. The number of representatives (634) is listed.

Alabama	31	Massachusetts	7
Arizona	6	Michigan	2
Arkansas	6	Mississippi	5
California	1	New Jersey	15
Connecticut	1	New York	35
Delaware	3	North Carolina	69
Florida	86	Pennsylvania	15
Georgia	78	South Carolina	109
Idaho	1	Tennessee	20
Indiana	4	Texas	3
Iowa	1	Virginia	59
Kansas	1	West Virginia	5
Louisiana	1	U. S. Office	6
Maryland	64		



Miss Susie Underwood, Director, State of Georgia Migrant Program, served as hostess to the conference.

Closing Comments

"Happiness, especially when we think about a conference, has three facets! Anticipation, Realization, and Remembrance. We have anticipated this conference for two years and realize it is about over, and now we are ready to remember all of the nice things and nice people at the conference.

"Diane and I realize this conference could not have been a success without the help of so many people. It would be impossible to list them, but I would like to give a special thanks for all who have participated in the planning and the realization of this conference."

Susie Underwood, Director
State of Georgia

The following poem was written by Mr. Jim Rentz, Louisiana State Director of Migrant Education. He was inspired to write the poem at the conference.

Migrant Education- Actions of the Heart

Migrant education
a valuable tool
certainly goes along
with the golden rule
Dedicated men and women
playing a big part
with actions of the heart
Children of the road
can look forward
to a better day
at school, at work, at play
Rocky roads - ups and downs
laughter through tears
passing miles, passing years
A dedicated few reaching out
with a helping hand
and trying hard to understand
Migrant children on a crooked road
we can help ease
heavy hearts
heavy loads
These children of the land
children of the road.

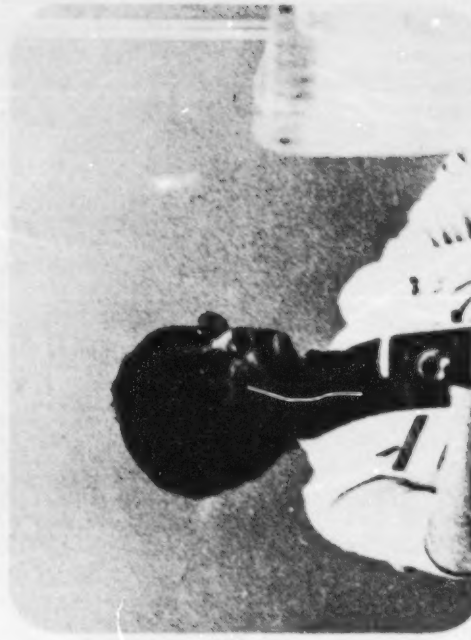
Jim Rentz



Susie Underwood, "Look forward to seeing all of you in New Jersey for the 1975 Conference."



Vic Rivera speaks to State Directors.



Diane James is already reminiscing as she listens to Susie's closing comments.



General Sessions - we're well attended and inspirational to all.



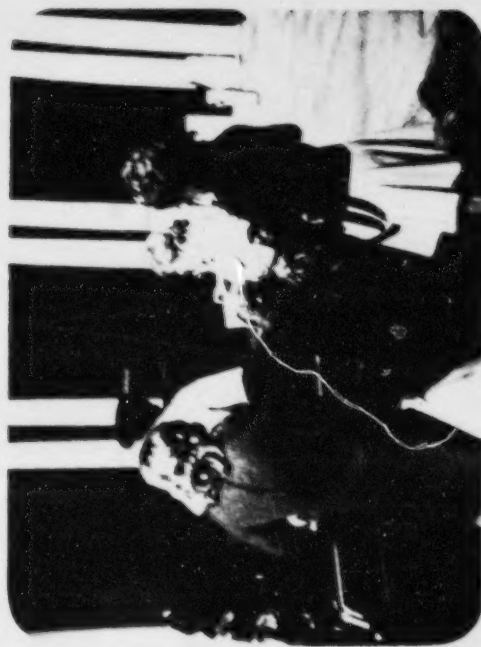
Door prize galore! John Lummas, Georgia, and Sandra Wiley of Georgia made sure door prizes were available and presented at the general sessions during the conference.



Great Conference Diane - Diane James is congratulated for the part she played in the outstanding conference by Bob Forney of Georgia.



Packing up. Commercial exhibitors did a great job. Shown here is Cricket Usherson, one of the representatives, as she packs her goods at the end of the conference.



All good things come to an end, and so did the Fifth Annual Eastern Stream Conference. This group receives assistance from a member of the staff of the Sheraton-Biltmore.

Eastern Stream Recruiters Present Strengths and Recommendations

pp 33 through 36
Sketches of non-reproducible photos

A group of 35 people met with the purpose and goal of establishing a system of inter-state communication among those people in the Eastern Stream states who perform field responsibilities associated with recruitment, social education, and community work.

This group represented the following states: Delaware, Florida, Georgia, Maryland, New Jersey, New York, North Carolina, South Carolina, and Tennessee.

The following Strengths and Recommendations are an outgrowth of three Recruitment-Communication meetings held during the Eastern Stream Conference, and were presented to the State Directors in a session on March 7th in Atlanta.

STRENGTHS

1. Inter-state Tracking System developed for Eastern Stream states by North Carolina.
2. Census Program developed by and implemented in New York.
3. Community Contact Program using personnel from the Migrant community has been implemented in Florida.
4. The Recruiter Program developed by New Jersey has been implemented in the states of Delaware, Maryland, Tennessee, and Georgia.
5. Through inter-state cooperation on the level of field personnel the need for a network of communication among states has been established.
6. More children have been identified and enrolled on the M.S.R.T.S.
7. Inter-agency cooperation for the improvement of services to Migrant people has been occurring in many Eastern Stream states.

7. A list of field contact personnel from each state should be well defined and compiled in directory form for the purpose of referral and follow-up work.
8. A directory of community service agencies should be compiled by each state in order to better serve the Migrant population. Such material would be a valuable tool to all new field personnel.
9. Data concerning the mobility and location of Migrant families should be provided by field service personnel to the administrative staff. Such data may be useful to administrators in planning and implementing new programs.
10. Migrant student identification, including those names of students submitted by individual school systems, should be verified by the administrative staff.
11. Although constant study concerning the definition of Migrant children has been made, we suggest additional consideration be given to the possibility of broadening the definition to allow for a gradual phase-out period of service over a five year span. During this time these children should remain active on the M.S.R.T.S.

Ex: 100% Migrant funding for the current Migrant
4/5 Funding - second year
3/5 Funding - third year, etc.

12. That states consider the possibility of establishing community contact programs using personnel from the Migrant community to assist in the identification and verification of Migrant children. An inservice training program in career development should be set up to give these people the opportunity to branch out to other phases of Migrant Education if they so desire.
13. Inter-state utilization of the Migrant population who have

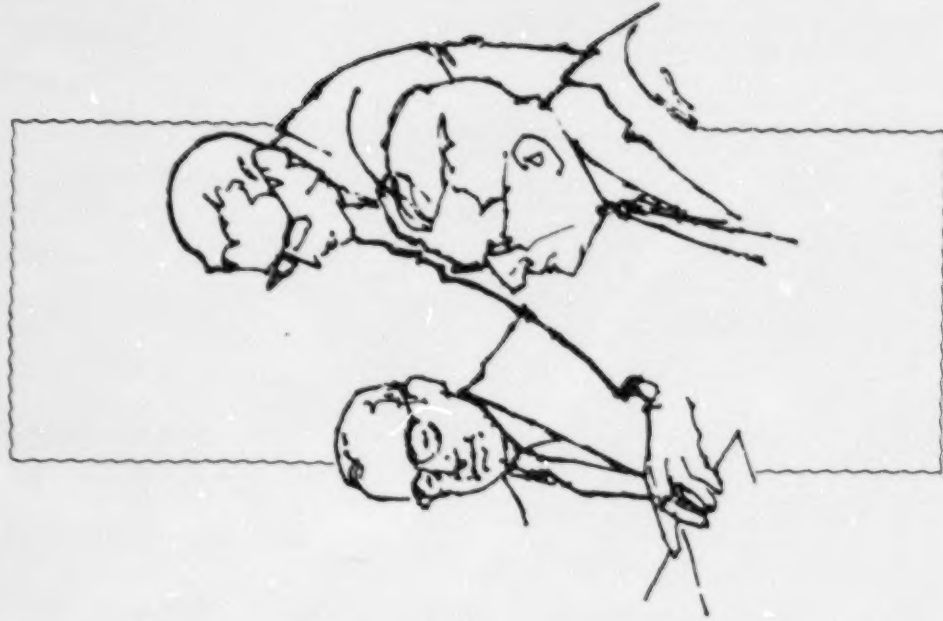
8. Recruiter Tree - A central newsletter referring to recruitment efforts in each participating state.
9. Rapport has been established between schools and Migrant families through efforts of liaison personnel working in each state.

RECOMMENDATIONS

1. Priority should be placed on identification and enrollment systems in each state.
2. One or more persons from each state should be delegated the responsibility (and provided with adequate staff) to establish a network of communication among field personnel for the purpose of identifying Migrant children, registering those children in school and enrolling them on the M.S.R.T.S.
3. The coordinator of field personnel would be responsible for conducting surveys in urban and rural areas of the state in an attempt to locate unidentified Migrant children.
4. A full time (year round) staff of field personnel should be available to continue those necessary requirements for recruitment of children which can only be done during off-season time. Such activities would include agency visits, inter-agency meetings, meeting with parents and crew chiefs, and program awareness sessions held in the community.
5. Inservice training should be planned and implemented by the person coordinating the field personnel, with inter-state participation of one or more persons in related field work. (It was suggested to the group that uniform procedures for inservice training be used by all states in the Eastern Stream. Included in the training should be community and culture awareness sessions to familiarize staff with needs of the Migrant population.)
6. An Early Warning and Tracking System should be instituted, through inter-state cooperation, to provide data to all states concerning the movement of Migrant families in pursuit of agricultural labor. This system would provide linkage between states for communication requiring instant personal contact with families.

participated in an on going community contact program. (Ref. Recommendation No. 12).

14. States should consider the possibility of exchanging field personnel during peak seasons for the purpose of supplemental assistance in the identification of Migrant children, the continuation of relationships established with families and interstate communication among field personnel.



Prepared By-

Georgia Department of Education
Dr. Jack P. Nix, Chief State School Officer

Mr. H. B. Bullock, Director - Instructional Leadership Section
Miss Susie Underwood, Director - Georgia Migrant Program

Funded by - ESEA - P.L. 89-750 Title I
ESEA - P.L. 89-750

Text by Janice McNeill, Coffee County Migrant Program -
Georgia

Photography by Whit Perrin, State Department of Education
Janice D. McNeill, Coffee County Migrant Program, Georgia

Cover by Brenda M. Hanson, McDuffie County, Georgia